

Geography Progression – EYFS Development Matters 2021 and Key stage 1 NC 2014

	Nursery	Reception	Year 1	Year 2	End of Key Stage Expectations
Locational knowledge	<p>As a geographer:</p> <p>I can learn about different countries and environments through a range of stories, activities and experiences.</p>	<p>As a geographer:</p> <p>I know that I live in Tibshelf, or near Tibshelf, which is a village in England.</p> <p>I can look at and talk about where I live.</p>	<p>As a geographer:</p> <p>I can name and locate the four countries making up the British Isles, with their capital cities.</p> <p>I can name the surrounding seas of the United Kingdom.</p> <p>I can talk about the main features of each of the four countries that make up the United Kingdom.</p>	<p>As a geographer:</p> <p>I can locate and name the continents on a World Map.</p> <p>I can locate and label the five oceans.</p> <p>I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world’s seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>
Place knowledge	<p>As a geographer:</p> <p>I can talk about my own immediate environment. E.g. in and around nursery.</p> <p>I can begin to notice differences between my own environment and other environments.</p>	<p>As a geographer:</p> <p>I can talk about different places I may have visited, read about or heard about (e.g. farm, beach, park) and talk about some similarities and differences between them and my own environment.</p> <p>I can explore different places based on my own interests.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can develop my geographical vocabulary to include, for instance, environment, place, quiet, busy, calm, natural, noisy, similar, same, different.</p>	<p>As a geographer:</p> <p>I can recognise similarities and differences of geographical features in my own immediate environment.</p> <p>I can talk about people and places within my local environment.</p> <p>I can compare Tibshelf with a contrasting place in the UK.</p> <p>I can talk about people and places beyond my local environment.</p> <p>I can identify the key features of a location and identify whether it is a city, town, village, coastal or rural area.</p>	<p>As a geographer:</p> <p>I can compare a local City/town in England with a contrasting city in a different country.</p> <p>I can identify the key features of and identify whether it is a city, town, village, coastal or rural area.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>

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Human and Physical Geography	<p>As a geographer:</p>	<p>As a geographer:</p> <p>I can talk about similarities and differences between the natural world around me and a contrasting environment.</p> <p>I can understand processes and changes in the natural world around me, including the seasons.</p>	<p>As a geographer:</p> <p>I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. (e.g. comparing and contrasting a farm with the seaside, a town with a village)</p> <p>I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis</p> <p>I can identify land use around the school.</p> <p>I can use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>As a geographer:</p> <p>I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>I can compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences.</p> <p>I can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <u>Key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Geographical skills and fieldwork	<p>As a geographer:</p> <p>I can use positional language through a range of stories, activities and experiences.</p> <p>I can use positional language.</p> <p>I can understand and follow positional instructions.</p> <p>I can describe and discuss a familiar route or location.</p>	<p>As a geographer:</p> <p>I can name and locate different parts of the school.</p> <p>I can find out more about where I live through using photographs, maps, talking to people and going on visits to different places.</p> <p>I can explore maps (including signs and symbols) and make my own map.</p>	<p>As a geographer:</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.</p> <p>I can use aerial images to recognise landmarks and basic physical features.</p> <p>I can use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>I can use a simple key to recognise physical or human features on a map.</p> <p>I can create a simple map of my local environment.</p>	<p>As a geographer:</p> <p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can learn and use the four points of a compass to describe the location of features on a map.</p> <p>I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>I can use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can devise a simple map, and use and construct basic symbols in a key</p> <p>I can start to use simple grid references. (A1, B1)</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

